

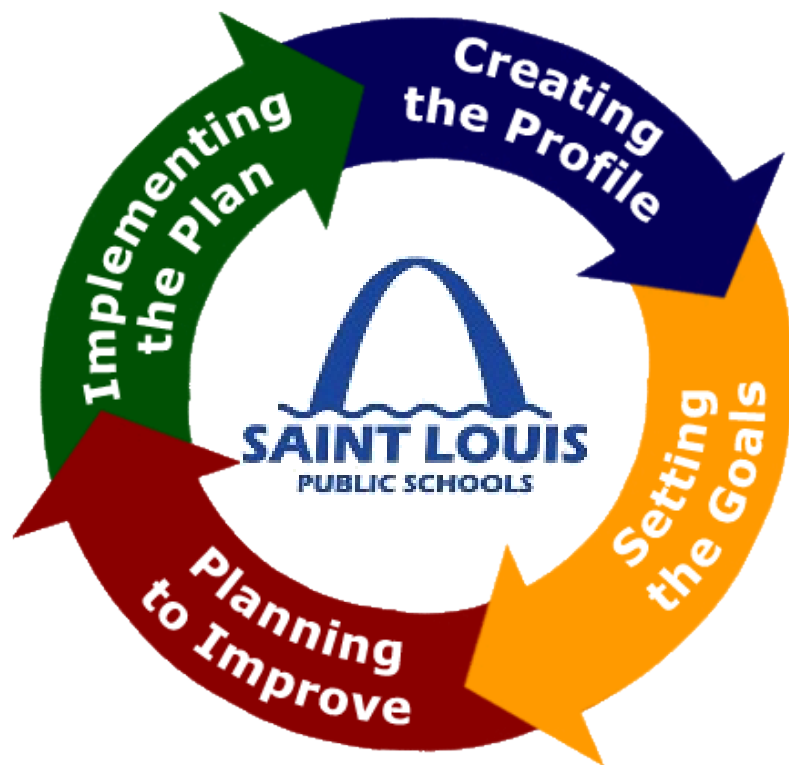
# Metro Academic and Classical High School

## Accountability Plan 2024-2025



The Accountability Plan Template embodies requirements set by the Missouri Department of Elementary and Secondary Education (DESE) relative to Schoolwide Planning and the completion of the Consolidated Application and Comprehensive School Improvement Plan. It also supports the continuous improvement of all St. Louis Public Schools.

We are committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars of the **SLPS Transformation 4.0 Plan**, which support the Continuous Improvement Theory of Action:



**Pillar 1:** The District creates a system of excellent schools

**Pillar 2:** The District advances fairness and equity across its system

**Pillar 3:** The District cultivates teachers and leaders who foster effective and culturally responsive learning environments

**Pillar 4:** All students learn to read and succeed

**Pillar 5:** Community partnerships and resources support the District's **Transformation 4.0 Plan**

# 24-25 ACCOUNTABILITY

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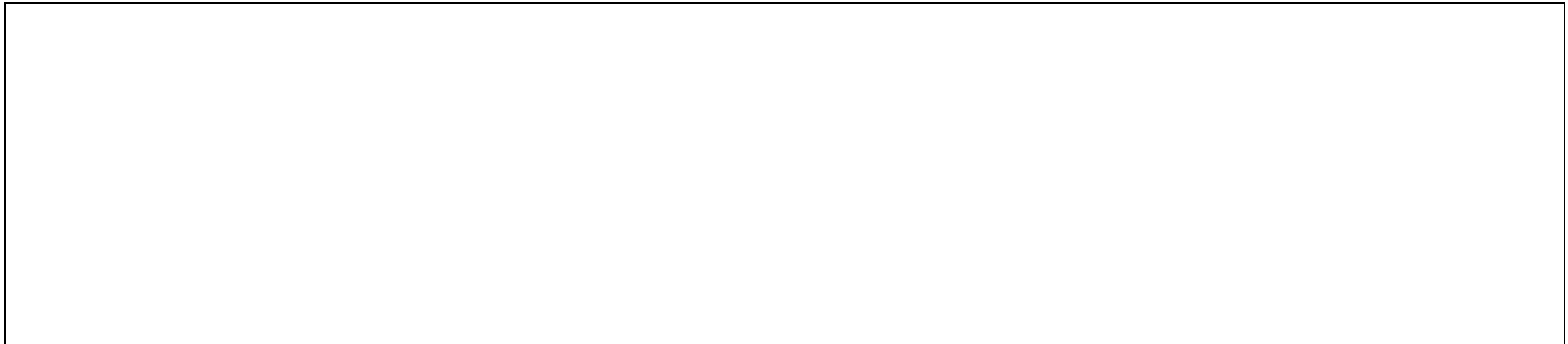
<b>Section</b>	<b>Contents</b>	<b>Completion Dates</b> <small>(What date did you and your School Planning Committee complete each section?)</small>
1	School Profile, Mission, Vision, School Improvement Planning Committee	
2	Comprehensive Needs Assessment: Student Demographics; Student Achievement; Curriculum and Instruction; High Quality Professional Development; <b>2024-2025</b> Priorities; Root Cause Analysis; School Parent and Family Engagement: Program Evaluation Results; Policy Involvement; Shared Responsibilities for Student Achievement (School Parent Compact); School Capacity for Involvement; Summary Statements	
3	The Goals and the Plan: Goal 1-Leadership Development Plan; Goal 2-Reading Plan; Goal 3-Mathematics Plan	
<b>(Completed Plan, Sections 1-3, Submission Date to Network Superintendent)</b>		<b>April 30, 2024</b>
<b>The WORD version of this plan must be completed, signed by Principal and Network Superintendent, and submitted to State and Federal Programs Team by *October 4, 2024, from Network Superintendent.</b>		

# **SECTION 1**

## **School Profile**

**Accountability Plan Template**

<b>Improvement/Accountability Plan</b>		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School	<b>Name of LEA: St. Louis Public Schools</b>  <b>Name of School: Metro Academic and Classical High School</b>  <b>School Code: 1560</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School <b>***Requires a Regional School Improvement Team</b> <input type="checkbox"/> Targeted School <input checked="" type="checkbox"/> Title I.A
<b>Date:</b>		<b>September 27, 2024</b>
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<b>School Mission: Metro Academic and Classical High School will create a rigorous college preparatory atmosphere that develops passion for lifelong learning, service, global-mindedness, independence, and critical thinking.</b>		
<b>School Vision: As an IB School, Metro Academic and Classical High School aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.</b>		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I.A School Improvement</li> <li><input type="checkbox"/> Title I.C Education of Migratory Children</li> <li><input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children</li> <li><input type="checkbox"/> Title IV 21<sup>st</sup> Century Schools</li> <li><input type="checkbox"/> Title V Flexibility and Accountability</li> <li><input type="checkbox"/> Individuals with Disability Education Act</li> <li><input type="checkbox"/> Rehabilitation Act of 1973</li> <li><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</li> <li><input type="checkbox"/> Workforce Innovation and Opportunities Act</li> <li><input type="checkbox"/> Head Start Act</li> <li><input type="checkbox"/> McKinney Vento Homeless Assistance Act</li> <li><input type="checkbox"/> Adult Education and Family Literacy Act</li> <li><input type="checkbox"/> MSIP</li> <li><input type="checkbox"/> Other State and Local Requirements/Needs _____</li> </ul>		



Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

<b>School Planning Committee</b>			
<b>Position/Role</b>	<b>Name</b>	<b>Signature</b>	<b>Email/Phone Contact</b>
Principal	Dr. Tina Hamilton		Tina.hamilton@slps.org
Assistant Principal (if applicable)	Mr. Joseph Cooper		Joseph.cooper@slps.org
Academic Instructional Coach	Mr. Jeremy VanPelt		Jeremy.vanpelt@slps.org
Family Community Specialist (if applicable)			
ESOL Staff (if applicable)			
SPED Staff (if applicable)			
ISS/PBIS Staff (if applicable)	Ms. Lara Fallon		Lara.fallon@slps.org
Teacher	Ms. Elizabeth Chambers		Elizabeth.chambers@slps.org
Teacher	Mr. Paul Perniciaro		Paul.perniciaro@slps.org
Parent	Ms. Lisa Kovarik		granichkovarik@sbcglobal.net

Parent	Ms. Angel Were		Angel.were@yahoo.com
Support Staff	Ms. Bobbie Richardson		Bobbie.richardson@slps.org
Community Member/Faith Based Partner			
Network Superintendent	Dr. Sheila L. Sherman		Sheila.sherman@slps.org
<i>Other</i>			

**What date did you and your School Planning Committee Complete Section 1? \_\_\_\_\_**

# SECTION 2

## Comprehensive Needs Assessment

# Comprehensive Needs Assessment

Student Demographic		
Data Type	Current Information	Reflections
<b>Student Enrollment as of 3/1</b>	322 students	<i>Metro is not meant to have a large enrollment.</i>
<b>Grade Level Breakdown</b>	9 <sup>th</sup> = 80 students 10 <sup>th</sup> =85 students 11 <sup>th</sup> =70 students 12 <sup>th</sup> =87 students	Metro is not meant to have a large enrollment. Students are retained based on their academic performance as Metro students must meet the 28-credit hour requirement. If a student is not able to meet the academic rigors of Metro due to failing more than two courses, the student is able to select another magnet school or their neighborhood school so that they can remain on track for graduation.
<b>Ethnicity</b>	Black= 94 students White = 169 students Asian=32 students Hispanic=18 students	The goal is to continue to increase the enrollment of Black and Brown students. During recruitment, the Metro Administrative Team works closely with SLPS middle schools to recruit students.
<b>Attendance</b>	90/90 =89.2% ADA =94.8%	Families are reminded weekly in the Family Newsletter that student absences must be verified. Students will not be allowed to make up missed assignments or assessments if the absence is not verified as stated in the Metro Family Handbook and weekly in the Family Newsletter. Several absences have been documented due to late arrivals, and missing partial days, SLPS bus issues, and hospitalizations. However, we do celebrate and recognize students for 90/90.
<b>Mobility</b>	2.9%	Very low mobility.
<b>Socioeconomic status</b>	100% FRL	Variable, community classified as FRL. The Metro Team recognizes the disparate factors (race/ethnicity, class, nationality, etc.) that have a compounding impact on our students during and outside the school day. The Metro Team works to ensure that every student has access and opportunity to thrive in their time at Metro.
<b>Discipline</b>	6 suspensions	Continue grade level team meetings and review of SLPS Code of Conduct Handbook. Review SLPS Code of Conduct Handbook at a PTO meeting and include a link to the SLPS Code of Conduct Handbook in the Metro Family Weekly Newsletter.
<b>English Language Learners/LEP</b>	32=none receiving services	Metro students do not receive ESOL services as all students have exited the program. The general education teachers provide additional support for students with Limited English Proficiency. We do see lower assessment levels/scores specifically in writing for a portion of our students for whom English is their second language.

<b>Special Education</b>	2 students	Metro has one Special Education teacher that supports students. The assigned Special Education support teachers with the IEP process and understanding the accommodations. Teachers are willing to make the appropriate accommodations to ensure students are successful.
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<b>Student Achievement- State Assessments</b>					
<i>(Please analyze your achievement data for 23-24 and provide an explanation for the current performance data.)</i>					
<b>Goal Areas</b>	<b>22-23 performance</b>		<b>23-24 performance</b>	<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
<b>ELA</b>	460.2			470.0	Gains were made in ELA from 448.5 (2021-2022) to 460.2
<b>Math</b>	451.2			460.0	Gains were made in math from 425 (2021-202) to 451.2—still an area of focus
<b>Science</b>	476.2			486.0	Gains were made in science from 451.7 (2021-2022) to 476.2
<b>Social Studies</b>	448.3			458.0	Gains were made in social studies from 435.4 (2021-2022) to 448.2
<b>CCR</b>	100				
<b>WIDA ACCESS (Progress Indicator)</b>	N/A		N/A	N/A	
<b>WIDA ACCESS (Proficiency Indicator)</b>	N/A		N/A	N/A	

<b>Student Achievement- Local Assessment</b>						
<b>Goal Areas</b>	<b>22-23 performance</b>		<b>23-24 performance</b>		<b>24-25 Goals</b>	<b>Explanation/Rationale for Current Performance</b>
	<b>BOY</b>	<b>EOY</b>	<b>BOY</b>	<b>EOY</b>		
<b>STAR Reading</b>	73%					BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year
<b>STAR Math</b>	91%					BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year



<b>DRDP (PreK)</b>						
<b>ELL Benchmark Assessment- Speaking</b> *EL students only						
<b>ELL Benchmark Assessment- Writing</b> *EL students only						

BOY - % Proficient Beginning of Year; EOY - % Proficient End of Year

<b>Curriculum and Instruction</b> <i>(Please use the boxes below to describe how your school supports the following factors of curriculum and instruction)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Learning Expectations</b>	<p>The International Baccalaureate program has shaped our mission, vision, and commitments as a school community.</p> <p>Competencies identified by the IB Learner Profile include:</p> <ul style="list-style-type: none"> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Thinkers</li> <li>• Communicators</li> <li>• Principled</li> <li>• Open-minded</li> <li>• Caring</li> <li>• Risk-takers</li> <li>• Balanced</li> <li>• Reflective</li> </ul> <p>Part of our mission and vision is to introduce these competencies to 9th and 10<sup>th</sup> grade courses. They are important attributes and by fostering them earlier in their journey at Metro, we are better preparing students for success in IB courses and completing the IB program.</p> <p>We implemented the Metro Learning Academy (Saturday School) in the 2022-23 school year as a multi-tiered system of support to give extra academic support to struggling students. In addition to the Metro</p>

	<p>Learning Academy, identified students were placed on Academic Plans that required mandatory after-school tutoring, Metro Learning Academy, and weekly check-ins with the school counselor.</p> <p>The school clerk also supported the Metro Learning Academy by contacting families and students to remind them of the academic requirements</p>
<b>Instructional Programs</b>	<p>The school follows, with fidelity, the district’s curriculum, instructional design, instructional resources, assessment practices and other instructional materials to guide and ensure teacher effectiveness and student success. The IB and AP courses follow the mandated curriculum from their respective governing entities. The district has supported our fiscal needs to offer the IB program. Many schools charge for IB and AP – we do not have to charge families due to the district’s substantial support.</p> <p>We added IB Sports Exercise, AP Pre-Calculus, and AP Language for the 2023-2024 school due to high student interest. We plan to add 9<sup>th</sup> Grade Honors English, AP Chemistry, AP African Studies, AP Literature, and all Probability and Statistics courses will be AP level. Also, we are adding an another level in our Art courses so that we can add AP Visual Art to our courses offered in the 2025-2026 school year.</p> <p>The district has also supported our request to utilize a variety of texts and resources outside of the realm of texts and resources listed in the curriculum</p>
<b>Instructional Materials</b>	<p>Many of our materials/courses are accelerated to meet the needs of our students. Introduction to AP classes begin 9<sup>th</sup> grade and several courses (Mathematics, Science, etc.) are offered 1 year earlier than at traditional comprehensive high schools. IB and AP courses use suggested materials from those organizations (Barron’s, IB textbooks and practice assessments).</p> <p>The district has supported our need to obtain different instructional materials for our classes not offered by other high schools.</p>
<b>Technology</b>	<p>We maintain a computer lab for our Project Lead the Way/Computer Science courses. Additionally, we have three computer carts that teachers can move into their classrooms as needed. Each learning space has a Promethean or SmartBoard to engage students in the learning process.</p> <p>We also utilize several technology resources to support math instruction such as IXL and Delta Math. In addition to the other technology resources, we purchase Turnitin to maintain academic integrity.</p> <p>All students have access to a district issued laptop computer. However, many students choose to use their personal computers. Every class utilizes the Microsoft Teams platform for communication, assignments, notes, etc</p>
<b>Support personnel</b>	<p>Metro has a full-time Social Worker (as of January 2024 ), a full-time Nurse, a ½ time Librarian, a Book Clerk, 2 Office Support Staff, a Counselor, a College Specialist, and a Data Processor Specialist.</p> <p>Social Worker hours were not sufficient to meet the needs of our student population. Mental health concerns (suicidal ideations, hospitalizations, etc.) have increased. We received a full-time Social Worker in January 2024. We are exploring ways to expand services to students and families.</p> <p>A full time Librarian is needed to support the advanced courses (AP &amp; IB) with research and writing as well as academic integrity. A rationale for the need was submitted to HR at the beginning of the 2023-24 school year.</p>

<b>High Quality Professional Staff</b> <i>(How are you ensuring that all students are taught by a high-quality teacher?)</i>	
<b>Data Type</b>	<b>Current Information</b>
<b>Staff Preparation</b>	<p>20 certified staff, 1 student teacher, 2 Building Learning Assoc. and 2 day-to-day substitutes.</p> <p>There were three new guest teachers at Metro in the 9<sup>th</sup> grade ELA class this school year due to the teacher being removed from the school for a policy violation. The building learning associate is certified in English 9-12.</p> <p>In addition to the ELA teacher being removed for a policy violation, the Music teacher was removed as well. A Music major is serving as a day-to-day substitute until the end of the school year.</p> <p>Also, the Physics teacher relocated to another state but continued to teach IB Physics virtually while retired Chemistry taught the Chemistry courses until April. The classes were then taught virtually by the teacher assigned teacher. All classes have a day-to-day substitute to supervise the class as the students connect for virtual instruction.</p> <p>Had to hire four new teachers for the 2024-25 school year in Music, Physics, Mathematics, and English.</p>
<b>Staff Certification</b>	20 certified staff, 1 student teacher, 2 Building Learning Assoc. and 2 day-to-day substitutes
<b>Staff Specialist and other support staff</b>	Metro has a full-time Social Worker (as of January 2024 ), a full-time Nurse, a ½ time Librarian, a Book Clerk, 2 Office Support Staff, a Counselor, a College Specialist, and a Data Processor Specialist
<b>Staff Demographics</b>	<p><b><u>Teachers and Support Staff = 42 (total)</u></b></p> <ul style="list-style-type: none"> <li>-Female 26</li> <li>-LGBTQ + 2</li> <li>-Male 16</li> <li>-Black/African-Amer. 16</li> <li>-White 23</li> <li>-Asian 1</li> <li>-Hispanic 2</li> </ul>
<b>School Administrators</b>	<p>Principal-1</p> <p>Asst. Principal-1 (August 2023-December 2023)</p>

## 24-25 School Parent and Family Engagement Policy

*In addition to the LEA's Parent and Family Engagement Policy (P1230), each Title I.A school must jointly develop with parents of participating children a written Parent and Family Engagement Policy. The school policy shall be distributed to parents and made available to the local community. The school policy must be reviewed annually and updated as needed to meet the changing needs of parents, families and the school. Parents shall be notified of the policies in an understandable and uniform format. To the extent practicable, the policy shall be provided in a language the parents can understand. If the school has a Parent and Family Engagement Policy, that policy may be amended to meet the federal policy requirements.*

### Program Evaluation Results

How does your school seek and obtain the agreement of parents to the parent and family engagement policy?

Weekly communication with our families  
 Surveys and feedback from families and students  
 PTO planning meetings

What are the strengths of family and community engagement?

Weekly principal newsletter emailed to all families—a section for PTO information and updates is also a part of the newsletter.  
 Teacher communication  
 Active and supportive PTO  
 Recruitment events (magnet schools' open house, High School Here I Come event, guided tours, shadow days, etc.)  
 Monthly PTO meetings are in person and PTO meeting minutes are sent to all families  
 Community service requirement for graduation puts students in contact with various SLPS schools and community organizations.  
 School-wide community service efforts to connect students with local organizations and SLPS schools.

What are the weaknesses of family and community engagement?

We need to develop more community partnerships as well as partnerships with local universities/colleges.  
 Although there is high-level support and volunteerism from families for PTO sponsored events, participation in PTO meetings need to increase as well as by underrepresented populations.

What are the needs identified pertaining to family and community engagement?
A more flexible PTO meeting schedule that may include in-person and virtual meetings to meet the varying schedules of each Metro family. However, the in person meetings allow for families to connect with other.
<b>Policy Involvement</b>
How are parents involved in the planning, review, and improvement of the Schoolwide plan?
PTO, feedback on areas of need, goals shared PTO
How are parents involved in the planning, review, and improvement of the school parent and family engagement policy?
Review on a yearly basis, feedback, and amendments.
How is timely information about the Title I.A program provided to parents and families?
Metro is not a Title I school.
What are the methods and plans to provide an explanation of curriculum, assessments and MAP achievement levels to parents and families?
PTO meetings to share State of the School, Open House, Parent/Teacher conferences as well as weekly newsletters, and school website

## 24-25 Shared Responsibility for Student Achievement-School Parent Compact

*Purpose: The school-parent compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.*

What are the ways in which all parents will be responsible for supporting their children's learning?
<p><b>SLPS Parents will support of academic achievement includes but may not be limited to the following.</b></p> <ul style="list-style-type: none"> <li>· Make sure my child is in school every day possible and on time;</li> <li>· Check that homework is completed including reading for 30 minutes per night;</li> <li>· Monitor and limit screen time;</li> </ul>

- Volunteer in my child's classroom/school when possible;
- Be aware of my child's extra-curricular time and activities;
- Stay informed about my child's education by reading all communications from the school and responding appropriately;
- Keep school informed and up-to-date with contact information (phone numbers, email, etc.); and
- Notify school of all absences as they occur.

Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment.

**Our School Staff will provide high quality curriculum and instruction in a supportive and effective learning environment by doing the following:**

- We will provide high-quality instruction and materials to our students.
- We will plan and participate in high-quality professional development which incorporates the latest research.
- We will maintain a safe and positive school climate.

**We will hold annual parent-teacher conferences in the fall and spring to:**

- Discuss the child's progress/grades during the first quarter (Fall Conference)
- Discuss this compact as it relates to the child's achievement
- Examine the child's achievement and any pending options at the end of the third quarter (Spring Conference)

**Provide parents with frequent reports on their child's progress as follows:**

- Frequent communication from the teacher;
- Mid quarter progress reports and quarterly grade reports; and
- MAP and STAR test scores shared on progress reports, report cards, and at parent/teacher conferences.

**Be accessible to parents and offer them opportunities to provide input through:**

- Email, phone calls or person-to-person meetings;
- Scheduled consultation before, during, or after school and
- Scheduled school or home visits, as necessary.

**Provide Parents Opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:**

<ul style="list-style-type: none"> <li>· Listen to children read;</li> <li>· Have an opportunity to become a room parent;</li> <li>· Present a program on their culture, a different country, a special skill or career, etc.;</li> <li>· Assist with programs or parties, educational trips,</li> </ul>
<p>Please provide assurance that the school is:</p> <ul style="list-style-type: none"> <li>✓ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed</li> <li>✓ Issuing frequent reports to parents on their children's progress</li> <li>✓ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities</li> <li>✓ Ensuring regular two-way, meaningful communication between family members and school staff and, in a language that family members understand.</li> </ul>

<b>School Capacity for Involvement</b>
<p>How does the school provide assistance to parents in understanding the following items?</p> <ul style="list-style-type: none"> <li>- Missouri Learning Standards</li> <li>- Missouri Assessment Program</li> <li>- Local Assessments</li> <li>- How to monitor a child's progress</li> <li>- How to work with educators to improve the achievement of their children</li> </ul>
<ul style="list-style-type: none"> <li>● Incoming 9<sup>th</sup> Grade Family Orientation (information packets, parent meetings for questions)</li> <li>● Open House</li> <li>● Parent/Teacher Conferences</li> <li>● Scheduled family meetings with the school counselors and administration</li> <li>● Care Team meetings</li> </ul>
<p>How does your school provide materials and trainings to help parents work with their children to improve achievement?</p>
<p>Open House, Parent/Teacher conferences, monitoring of grades through SIS (parent portal), attending school meetings and events to learn about curriculum, learning expectations, etc.</p>

How does your school educate school personnel ( <i>teachers, specialized instructional support personnel, principals, and other school leaders, and other staff</i> ) in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners?
Staff meetings and discussions on how to share information that encourages family support. Communication with families is one of our Metro Team's commitments.
How does your school implement and coordinate parent programs, and build ties between parents and the school?
Metro partners with the PTO for various events and activities to build ties between families and the school.
Describe plans to coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with other programs, such as parent resource centers that encourage and support parents in more fully participation in the education of their children.
<b>Accessibility Assurance</b>
In carrying out the parent and family engagement requirements, the school, to the extent practicable, provides opportunities for the informed participation of parents and families including: <ul style="list-style-type: none"> <li>✓ Parents and family members who have limited English proficiency</li> <li>✓ Parents and family members with disabilities</li> <li>✓ Parents and family members of migratory children</li> <li>✓ Provides information and school reports in a format and language parents understand</li> </ul>
Weekly Metro Family Newsletter, emails, active website, SIS parent portal, and utilizing ESOL office when needed.

## Summary Statements

<b>Summary of the Strengths</b>
<p>The Metro PTO is very active and partners with the school to offer support for academic resources, professional learning opportunities, student dances/events, etc. Also, Metro families are very engaged in the academic success of their student(s) and regularly participate in events such as Open House, Parent/Teacher Conferences as well as school informational sessions.</p>



### Summary of the Weaknesses

Despite the high level of family involvement, there is a need to increase family involvement with our Black/Brown families. One goal is to provide opportunities for all families (across racial/ethnic and socioeconomic lines) to engage in various ways to support the school community.

### Summary of the Needs

Not only were our efforts on improving scores on AP and IB assessments, but we also initiated the Metro Learning Academy (Saturday School) in the 2022-2023 school year specifically to support students that were not on track for graduation. The Metro Learning Academy expanded to also meet the academic needs of students in grades 9-11 that were experiencing academic challenges. We continued with the Metro Learning Academy as multi-tiered system of support for students during the 2023-2024 school year. We continue to work at refining the structure of Metro Learning Academy and have plans of adding a math lab as a component in order to develop algebraic skills and concepts. For the 2024-2025 school year, we want to continue with developing the structure of Metro Learning Academy in alignment with the SLPS Portrait of a Graduate so that ALL students can thrive academically.

### Summary of Focus Priorities for 24-25

#### Prioritized areas of *Need* for 24-25 based on needs assessment/data analysis

*Outline your 3 priority areas of focus/programmatic shifts you will make to ensure success during the 24-25 school year.*

1. Increase AP/ scores (% passing of above a 3)
2. Continue to improve the effectiveness of the Data Team process
3. Continue with developing the structure of Metro Learning Academy in alignment with the SLPS Portrait of a Graduate so that ALL students can thrive academically.

**What date did you and your School Planning Committee Complete Section 2? \_\_\_\_\_**

# **SECTION 3**

## **The Goals and the Plan**

## The Goals and the Plan

### Goal #1 - Check the appropriate Transformation 4.0 pillar this goal falls under:

<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input checked="" type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1: Leadership**  
 Create an overarching SMART goal that reflects your Leadership Development Plan. Please ensure that your goal reflects an emphasis on equitable practices for all students and staff.

#### **GOAL 1: SENSE OF BELONGING**

By May 2025, School Leadership will demonstrate a minimum of 30% growth year-over-year (from Spring 2024 to Spring 2025) on Panorama Survey Data responses by students and school-based staff in the category of 'Sense of Belonging', as evidenced by Spring 2025 Panorama Survey Results.

#### **Leadership Plan**

Based on your needs assessment and evaluation, what are two areas of growth to increase the sense of belonging at your school? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Sense of Belonging goal. *Please identify two areas of focus that most align with this goal.*

#### **Priorities:**

1. **Ensure that students feel seen, heard, valued, and know that they matter.**
2. **Ensure that teachers and staff feel seen, heard, valued, and know that they matter.**

#### **Evidence-based strategies**

- SLPS Positive Behavior Interventions and Supports (PBIS) Protocols
- Conduct Restorative meetings with students and staff as needed
- Structuring Advisory to build community and support the social emotional well-being of students. The time needs to be devoted to non-academic items to allow for students to feel connected to the teachers and the school.

### **Implementation Plan**

#### **Action Steps**

#### **30 Days:**

**Professional Development**

- SLPS Districtwide PBIS Protocols: Leader PD / Staff PD

**Observation and Feedback**

- Organizing orientation events for new students and families.
- Open House
- Meet and greet sessions with teachers and staff.
- Grade level and schoolwide assemblies.
- Freshmen Success Academy
- Buddy systems to pair new students with juniors (CAS project)
- Community building activities (during advisory)
- Opportunities for clubs, sports, and other extracurricular activities—Activity Fair
- Schoolwide community service events
- Building connections between teacher and student activities bi-monthly in Advisory

**Implementation/Monitoring**

- 

**Monitoring Student Progress**

- 

**Person(s) Responsible**

**Resources**

- Culture & Climate Coordinator

- [Districtwide PBIS Matrix](#)
- [PBIS Districtwide Bus and Building Expectations](#)

**60 Days:**

**Professional Development**

- 

**Observation and Feedback**

- Acts of kindness and community service projects
- Leadership organizations will collaborate on school events.
- CAS project with Buddy system to meet once a month for activities.
- Building connections between teacher and student activities bi-weekly in class
- Freshmen Success Academy
- Community building activities (during advisory)

**Implementation/Monitoring**

- 

**Monitoring Student Progress**

- 

**Person(s) Responsible**

**Resources**

<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>90 Days:</b> <b>Professional Development</b> <ul style="list-style-type: none"> <li>▪</li> </ul> <b>Observation and Feedback</b> <ul style="list-style-type: none"> <li>• Celebrate cultural heritage months through special events.</li> <li>• Organize community service projects.</li> <li>• Building connections between teacher and student activities bi-weekly in class</li> <li>• Freshmen Success Academy</li> <li>• Community building activities (during advisory)</li> </ul> <b>Implementation/Monitoring</b> <ul style="list-style-type: none"> <li>▪</li> </ul> <b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪</li> </ul>	
<b>Funding Source(s)/ Cost to Support Implementation of Strategy</b> <ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Panorama Ed Survey Platform</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○ \$2000 for professional development books and resources for staff (Title/Comprehensive)</li> <li>○ Funds for field trip admission and transportation for learning experiences to enhance classroom learning. (GOB)</li> <li>○ Funds to upgrade and refresh literacy spaces throughout the building as needed (Comprehensive/GOB)</li> </ul> </li> </ul>	

Goal #2- Check the appropriate Transformation 4.0 pillar this goal falls under:				
<input type="checkbox"/> <b>Pillar 1:</b> <b>The District creates a system of excellent schools</b>	<input type="checkbox"/> <b>Pillar 2:</b> <b>The District advances fairness and equity across its system</b>	<input type="checkbox"/> <b>Pillar 3:</b> <b>The District cultivates teachers and leaders who foster effective, culturally responsive learning environments</b>	<input checked="" type="checkbox"/> <b>Pillar 4:</b> <b>All students learn to read and succeed</b>	<input type="checkbox"/> <b>Pillar 5:</b> <b>Community partnerships and resources support the District's Transformation 4.0 Plan</b>

**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2: Reading**

**GOAL 2: READING**

By May 2025,

- 100% of students scoring below proficiency in reading at the start of the year will score proficient at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring proficient in reading at the start of the year will score advanced at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students scoring advanced in reading at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Reading assessment.
- 100% of students will increase their beginning of year STAR Reading Grade Equivalent score by 2.5 by the end of the year.

**Reading Plan**

Based on your needs assessment and Reading data, what are your two reading priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Reading SMART Goal. *Please identify two areas of focus that most align with this goal.*

**Priorities:**

Pre-K, Elementary, and Secondary:

1. Students demonstrate mastery of the five pillars of literacy: phonemic awareness, phonics, vocabulary, comprehension, and fluency.
2. Students demonstrate mastery of academic discourse on complex texts (speaking, writing, listening, reading).

**Evidence-based strategies**

- SLPS Instructional Vision for Academic Excellence utilizing **[Insert Name of ELA Instructional Program]** ELA Instructional Resources:
  - Gradual Release Model with an Emphasis on Academic Conversation and Complex Texts and Tasks
  - Instructional Design Framework and ELA Lesson Plan Internalization Protocol
  - ELA Collaborative Lesson Planning Protocol (PLCs)
- Instructional Leadership Teams (ILT) leading grade-level or content-specific teams in standards-based lesson planning and data analysis
- LETRS Training: School Leaders, Instructional Coaches, and Teachers

**Implementation Plan**

**Action Steps**

**30 Days:**

**Professional Development**

- Leader PD - Gradual Release Model and Academic Conversations
- Leader PD - Collaboration, Consistency, and Clarity for PLCs w/Solutions Tree

<ul style="list-style-type: none"> <li>▪ Staff PD –Content PD utilizing ELA instructional resources / Gradual Release Model and Academic Conversations</li> <li>▪ Leader PD - ELA Lesson Planning and High Quality Instructional Design / Plan for Staff PD / Determine ELA PLC Cohorts</li> <li>▪ Staff PD - ELA Lesson Planning and High Quality Instructional Design/ Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Regular Observational rounds of teachers</li> <li>▪ Feedback centered on teacher needs regarding gradual release components and best practices</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading BOY Assessment</li> <li>▪ Student Voice in observations</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Curriculum Specialists</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> <li>▪ Principal and Asst. Principal</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li>▪ <a href="#">SLPS High Quality Instructional Design</a></li> <li>▪ STAR Renaissance</li> </ul>
<p><b>60 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ Leader PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Staff PD and PLC Implementation</li> <li>▪ Staff PD - ELA Collaborative Planning Protocols (PLCs) / Plan for Implementation</li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Regular Observational rounds of teachers</li> <li>▪ Feedback centered on teacher needs regarding gradual release components and best practices</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ Star Reading assessments</li> <li>▪ Individual Course progress by students</li> <li>▪ Students work in collaborative groups and are able to identify various areas of strengths with the writing and areas of improvement.</li> <li>▪ Analyzing exemplars in comparison to students’ written responses.</li> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>▪ Professional Development Department</li> <li>▪ Director of Academic Instructional Coaches</li> <li>▪ Academic Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SLPS Collaborative Lesson Planning Protocol</a></li> <li>▪ <a href="#">SLPS Gradual Release Rubric</a></li> </ul>

<ul style="list-style-type: none"> <li>▪ Department Chair</li> <li>▪ Principal and Asst. Principal</li> </ul>	
<p><b>90 Days:</b></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>▪ <b>District and School site-based PD</b></li> </ul> <p><b>Observation and Feedback</b></p> <ul style="list-style-type: none"> <li>▪ Regular observational rounds</li> <li>▪ Peer observation amongst teachers</li> </ul> <p><b>Implementation/Monitoring</b></p> <ul style="list-style-type: none"> <li>▪ Teacher is the facilitator during weekly data team meetings</li> <li>▪ Frequent CFUs built into the lesson</li> </ul> <p><b>Monitoring Student Progress</b></p> <ul style="list-style-type: none"> <li>▪ STAR Reading MOY Assessment</li> <li>▪ Students are doing the heavy lifting during guided practice</li> <li>▪</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
- <b>Building administrators</b>	▪ STAR Renaissance
<b>Funding Source(s) / Cost to Support Implementation of Strategy:</b>	
<ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools ([Insert Name of ELA Instructional Program])</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math; myON)</li> <li>○ Academic Competitions</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title I, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	

<b>Goal #3- Check the appropriate Transformation 4.0 pillar this goal falls under:</b>				
<input type="checkbox"/> <b>Pillar 1:</b> The District creates a system of excellent schools	<input type="checkbox"/> <b>Pillar 2:</b> The District advances fairness and equity across its system	<input type="checkbox"/> <b>Pillar 3:</b> The District cultivates teachers and leaders who foster effective, culturally responsive learning environments	<input checked="" type="checkbox"/> <b>Pillar 4:</b> All students learn to read and succeed	<input type="checkbox"/> <b>Pillar 5:</b> Community partnerships and resources support the District's Transformation 4.0 Plan
SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3: Mathematics				



**GOAL 3: MATH**

By May 2025,

- 100% of students scoring below proficiency in math at the start of the year will score proficient at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring proficient in math at the start of the year will score advanced at the end of the year, as evidenced by the STAR Math assessment.
- 100% of students scoring advanced in math at the start of the year will increase their scaled scores by a minimum of 50 points at the end of the year, as evidenced by the STAR Math assessment.

**Mathematics Plan:**

Based on your needs assessment and Mathematics data, what are your two mathematics priorities? The areas you choose should be intentional and be the key levers that allow you to drive toward achieving your Mathematics SMART Goal. *Please identify two areas of focus that most align with this goal.*

**Priorities:**

1. Students demonstrate mastery of the Five Components of Math: Strategic Competence, Procedural Fluency, Conceptual Understanding, Adaptive Reasoning, Productive Disposition.
2. Students demonstrate mastery of the Strands of Math: Number Sense; Geometry and Measurement; Data, Statistics and Probability; and Algebraic Operations.

**Evidence-based strategies**

- SLPS Instructional Vision for Academic Excellence utilizing Savvas enVision Math (Algebra and Geometry) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry) Instructional Resources:
  - Gradual Release Model with an Emphasis on Structured Dialogue and Academic Discussion on Complex Math Concepts
  - Instructional Design Framework and Math Lesson Plan Internalization Protocol
- **Gradual Release of Responsibility**
- **Structured dialogue and academic discussion on complex math concepts**

**Implementation Plan****Action Steps****30 Days:****Professional Development**

- Leader PD - Gradual Release Model and Academic Conversations
- Staff PD – Grade Level and Content PD utilizing math instructional resources / Gradual Release Model and Academic Conversations
- Leader PD - Math Lesson Planning and High Quality Instructional Design / Plan for Staff PD
- Staff PD - Math Lesson Planning and High Quality Instructional Design/ Plan for Implementation

**Observation and Feedback**

- Observational Rounds by admin

<ul style="list-style-type: none"> <li>Feedback based on Gradual Release components and academic conversations best practices discussed in PD</li> </ul>	
<b>Implementation/Monitoring</b> <ul style="list-style-type: none"> <li><b>PD, Observation, Data Team meetings to discuss best practices and coach up colleagues</b></li> </ul>	
<b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>STAR Math BOY Assessment</li> <li>STAR Algebra</li> <li>Teacher made assessments</li> <li>Standardized test (ACT, SAT) Math section scores</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Professional Development Department</li> <li>Curriculum Specialists</li> <li>Academic Instructional Coaches</li> <li>Department Chair</li> <li>Principal and Asst. Principal</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Instructional Vision for Academic Excellence</a></li> <li><a href="#">SLPS High Quality Instructional Design</a></li> <li>Savvas enVision Math (Algebra and Geometry)</li> <li>Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry)</li> <li>STAR Renaissance</li> <li>IXL</li> <li>Delta Math</li> </ul>
<b>60 Days:</b>	
<b>Professional Development</b> <ul style="list-style-type: none"> <li><b>Site based PD- Math Talks PD</b></li> <li><b>Data Team Meetings</b></li> </ul>	
<b>Observation and Feedback</b> <ul style="list-style-type: none"> <li>Observational Rounds by admin</li> <li>Feedback based on Gradual Release components and academic conversations best practices discussed in PD</li> </ul>	
<b>Implementation/Monitoring</b> <ul style="list-style-type: none"> <li><b>PD, Observation, Data Team meetings to discuss best practices and coach up colleagues</b></li> </ul>	
<b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>Star Math</li> <li>Teacher made assessments</li> <li>Standardized test scores</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li><u>School Admin, Department Head/Data teams</u></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">SLPS Gradual Release Rubric</a></li> </ul>
<b>90 Days:</b>	
<b>Professional Development</b> <ul style="list-style-type: none"> <li><b>Site based PD- Building Thinking Classrooms and connecting it to SLPS Portrait of a Graduate and IB profile</b></li> <li><b>Data Team Meetings</b></li> </ul>	

<b>Observation and Feedback</b> <ul style="list-style-type: none"> <li>▪ Observational Rounds by admin</li> <li>▪ Feedback based on Gradual Release components and academic conversations best practices discussed in PD</li> </ul>	
<b>Implementation/Monitoring</b> <ul style="list-style-type: none"> <li>▪ <b>PD, Observation, Data Team meetings to discuss best practices and coach up colleagues</b></li> </ul>	
<b>Monitoring Student Progress</b> <ul style="list-style-type: none"> <li>▪ STAR Math MOY Assessment</li> <li>▪ Teacher made assessments</li> <li>▪ Standardized test scores</li> </ul>	
<b>Person(s) Responsible</b>	<b>Resources</b>
▪ <b>School Admin, Department Head/Data teams</b>	▪ STAR Renaissance
<b>Funding source(s) / Cost to Support Implementation of Strategy</b> <ul style="list-style-type: none"> <li>▪ <i>District-wide initiatives will be funded by the central office.</i> <ul style="list-style-type: none"> <li>○ Tier 1 Instructional Tools Savvas enVision Math (Algebra and Geometry) and Pearson MyMathLab (Calculus, College Algebra, Statistics, and Trigonometry)</li> <li>○ Identified Tier 2 and Tier 3 Instructional Tools (Freckle ELA/Math)</li> <li>○ Academic Competitions</li> </ul> </li> <li>▪ <i>For building initiatives, please identify the funding source (GOB, Title 1, Comprehensive, Other):</i> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	

(What date did you and your School Planning Committee Complete Section 3? \_\_\_\_\_)

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**Principal (required)**

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**Date Completed (required)**

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**Date Submitted to Network Superintendent (required)**

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**Network Superintendent (required)**

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**Date received from Principal (required)**

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**Date Submitted to State and Federal Team (required)**

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**